**Text Structure for Warrants**

**(Evidence) so (Claim) since (Warrant)**

(The evidence and claim in this sentence was chosen because there is no obvious connection between the evidence and claim.) **I am gaining weight so I need more sleep.** *My evidence and claim could be the beginning of a paragraph. And what would my next sentence be? I could present more evidence, but am I sure that my readers know how the evidence is connected to the claim? Maybe they could figure it out because they are intelligent, but as a writer it is my job to make the connections for them. That’s what warrants do - they explain the connections between our evidence and claims.*

**I am gaining weight so I need more sleep.** *Here is a case where the connection between evidence and claim doesn’t seem to be sinc. I need to provide a warrant.* **I am gaining weight so I need more sleep since there is a scientifically proven connection between weight gain and lack of sleep.** *Notice that I have used words from the evidence and claim in my warrant.* [*http://www.webmd.com/diet/sleep-and-weight-loss*](http://www.webmd.com/diet/sleep-and-weight-loss)

*Let’s try it again with another example from my life.* (This example was chosen because the claim can be changed and therefore the warrant changes. You can provide your own example.) **The house is messy and I don’t have time to clean so I need a maid.** *My husband said go ahead and hire one, but I wanted to provide him with a warrant so I said* **The house is messy and I don’t have time to clean so I need a maid since a maid comes weekly to clean, freeing time up for other important things.** *My husband asked if I was going to hire a maid, and I said no because I could make a different claim with the same evidence.* **The house is messy and I don’t have time to clean so I need to work less since working fewer hours on the job means more time is available to spend at home.**

*Let’s try it with the* [*Suburu commercial*](https://www.youtube.com/watch?v=_g0q4dgNYpM&index=6&list=PLDFQaHHgko9gmI3RfHSu4VATghyPfmXfc)*.* (Students determine the target audience for the commercial - adventurous families - and select the strongest evidence.) **The Suburu Forester has a proven safety record, is built in a way that respects the environment, and has plenty of room for a family to have fun so families should buy a Suburu Forester.** *What’s my warrant? How will I connect my evidence and claim?* **since parents value safety and fun for their families and want to buy a car that provides those things.**

In pairs, students examine an ad or product review for an item popular with teens. (All are using the same ad. If students are viewing the ad online, make sure the site is not blocked. Students can be provided with a print review.) Students begin with a claim: Teens should/ should not buy Product X. Then they find evidence from the ad/review and supply the warrant. This is what happened when our students thought about Apple earpods.

**Apple earpods don’t fit properly in the ear canal so teens should not buy Apple earpods since people like to buy things that fit comfortably.**

**Apple earpods collect ear wax so teens should not buy Apple earpods since ear wax is disgusting.**

Beats by Dr. Dre headphones

[Consumer Reports review](http://www.consumerreports.org/cro/news/2013/05/are-beats-by-dr-dre-headphones-worth-the-money/index.htm#)

[website advertisement](http://www.beatsbydre.com/headphones/beats-beatsstudio.html)

Apple earpods

[PC Magazine review](http://www.pcmag.com/article2/0,2817,2409671,00.asp)

Adidas activewear

[Macy’s ad](http://www1.macys.com/cms/slp/2/Adidas-Clothing)

Lululemon yogawear

[company website](http://www.lululemon.com/about/?mnid=mn;education;about-us)

Nike shoes

[Runblogger review](http://runblogger.com/2014/03/nike-free-5-0-running-shoe-review.html)

Converse shoes

[Kicksologist review](http://www.kicksologists.com/2010/05/13/classic-icons-review-converse-chuck-taylor-all-star/)

This lesson was adapted by Colleen Appel and DeAnn Crawford of the Ozarks Writing Project from a lesson suggested in Smith, Michael, Jeffrey Wilhelm, and James Fredricksen. 2012. *Oh Yeah!: Putting Argument to Work Both in School and Out.* Portsmouth, NH: Heinemann.

